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ABSTRACT

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - oral persuasion. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Two pre-skill activities are suggested, such as "define the words job, work, skill and oral persuasion in preparation for the simulated skill activity." Four skill activities are listed for the jobs of trial lawyer, radio announcer, and door-to-door salesperson. Activity cards, record sheets, and scripts are supplied for these activities, along with optional additional activities. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: a lawyer, radio announcer, and a salesperson. (CT)

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ORAL PERSUASION

a saleable work skill

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OCCUPATION SIMULATION PACKET
Created by Dennis W. Lee
Grades 5th - 6th
2 - 4 Week Unit

PROJECT EQUALITY
Title III, ESEA
Highline School District #401 **15675 Ambaum Blvd., S. W.** **Seattle, Washington 98166**

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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* Suggestion - Content of water color posters should reflect the ethnic make-up of your community

DEFINITIONS

So the frame of reference is clearly understood, the following terms are identified:

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career - is the totality of work one does in his or her lifetime.

Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

(An Introduction to Career Education, a policy paper of the U. S. Office of Education, 1974)

Duty - any action, task, etc., required by or relating to one's occupation or position.

Model - a person or thing considered as a standard of excellence to be imitated.

Responsibility - refers to a particular task, trust, etc., for which one is accountable or answerable.

Role - a function or office assumed by someone.

Sexism - the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

Skill - great ability or proficiency; expertness that comes from training, practice.

Stereotype - a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

Tradition(al) - a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(Webster's New World Dictionary, 2nd college ed., 1972)

ORAL PERSUASION

A SALEABLE WORK SKILL

This will be a simulated work experience for students using the "isolated skill concept." The skill presented is ORAL PERSUASION, a saleable work skill that is required for a wide variety of jobs.

Presently students are using the skill of ORAL PERSUASION at home and school, but have not identified or examined its many applications. The activities in this packet are designed around a constant, the identified skill of ORAL PERSUASION, while the work setting is changed. With this format, students can experience success in areas previously considered "out-of-bounds" for one reason or another and also experience the transferability of a skill. At all times it should be made very clear to students that skills are not dependent on gender, one's gender should not expand or limit a student's potential.

Once students are encouraged to identify specific skills they possess and are directed to see the relationship of skills to jobs they or other people do, their own self-concept is broadened. By using this approach to career education the world of work can become more meaningful.

Advantages to Using the "Isolated Skill Concept"

1. Student's self-concept is enhanced by becoming aware of the multitude of skills that each possesses.

2. Jobs that students do can be analyzed to see the wide range of skills that each student is using daily.

3. Students learn to identify skills in others.

4. Students learn to identify skills involved in adult jobs and look forward to acquiring additional skills.

5. Students learn that a skill is transferable, something that can be used in a wide variety of jobs.

6. Students learn that the possession of a skill is not dependent on gender. Females and males possess and use a wide variety of skills daily in their work.

Important Concepts

1. Oral persuasion is a skill.

2. The skill of oral persuasion used to deliver effective radio commercials is the same skill used by the trial lawyer in front of the jury.

3. The differences in ability are due to individuality, not the sex or race of the student.

4. Jobs require different groupings of skills, there is no logical reason for closing choices to individuals of either sex.

Objectives

1. The student will have an opportunity to expand self-perception by being involved in activities which utilize skills already possessed.

2. The student will be able to perceive the skill of oral persuasion as a transferable skill.

3. On a given test the student will be able to identify the jobs which require the skill of oral persuasion.

Evaluation

The evaluation of this packet will be determined by the out come of a student's pre-test, post-test, and a teacher post-evaluation check sheet.

Sequence of Activities

1. Check packet materials against the materials list to ensure that all needed items are available.

2. Read the entire packet to yourself. Do not discuss any part of it with the class.

3. Administer the pre-test to all students. Score pre-tests.

4. Students participate in the activities.

5. Administer the post-test to all students. Score post-tests. Compare the pre-tests and post-tests for growth.

6. Check packet materials against the materials list to ensure that all items are returned.

7. Complete the teacher evaluation sheet. Please send the evaluation sheet and the pre-post test results back to _____.

8. Return the Occupation Simulation packet to the proper location.

Time Needed

A three to four week time frame will be needed to complete this packet.

ORAL PERSUASION - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - TEACHER INSTRUCTIONS

Each student should have a copy of the answer sheet.

The students should understand that there is no grade on this test, it is only a device to help the teacher. The teacher should not give word definitions or other help during the pre and post tests. Part of the learning during the course of using the activity packet is vocabulary and job association. Guessing on the questions should be discouraged.

Directions to Students

1. *If you are a girl, circle the word "girl" at the top of the paper. If you are a boy, circle the word "boy" at the top of the paper.*

2. Handle the rest of the heading information in whatever manner is best for you and your students.

3. *Questions 1-20, PART ONE, are to be answered by circling one of three words, "Very Much," "Some," or "Little." For each job on the list, circle "Very Much" if you think it requires a lot of oral persuasion skill, "Some" if you think it requires some oral persuasion skill, and "Little" if you think that it requires little or no oral persuasion skill. If you are unsure of the job or the amount of oral persuasion skill required, leave the question blank.* (The teacher may choose to read the job titles.)

(1) *Trial Lawyer*	(6) *Radio Announcer*	(11) *House Painter*	(16) *Auto Mechanic*
(2) *Doctor*	(7) *Boss*	(12) *Secretary*	(17) *Jewelry Maker*
(3) *Nurse*	(8) *Salesperson*	(13) *Factory Worker*	(18) *Professional Athlete*
(4) *Politician*	(9) *Cook*	(14) *Artist*	(19) *Minister*
(5) *Truck Driver*	(10) *Supermarket Checker*	(15) *Commercial Copywriter*	(20) *Teacher*

4. *Questions 21-30, PART TWO, are to be answered by circling one of the three words, "MALE," "FEMALE," AND "BOTH." Here is another list of jobs. Who has the skill of oral persuasion to do these jobs? Circle "FEMALE" if you think only girls and women have the skill of oral persuasion to do the job. Circle "MALE" if you think only boys and men have the skill of oral persuasion to do the job. Circle "BOTH" if you think both females and males have the skill of oral persuasion to do the job. If you are unsure, leave the question blank.* (The teacher may choose to read the job titles.)

(21) *Lawyer*	(24) *Politician*	(27) *Salesperson*	(30) *Teacher*
(22) *Doctor*	(25) *Radio Announcer*	(28) *Commercial Copywriter*	
(23) *Nurse*	(26) *Boss*	(29) *Minister*	

5. Have the students pass in their papers.

ORAL PERSUASION - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - STUDENT ANSWER SHEET

Name _____

School _____ GIRL BOY

Date _____

Grade _____

PART ONE

Directions: Below is a list of different kinds of jobs which are to be answered by circling one of three words, "Very Much," "Some," or "Little." For each job on the list, circle "Very Much" if you think it requires a lot of oral persuasion skill, "Some" if you think it requires some oral persuasion skill, and "Little" if you think that it requires little or no oral persuasion skill. If you are unsure of the job or the amount of oral persuasion skill required, leave the question blank.

1. Trial Lawyer . . . . . Very Much . . . Some . . . . Little
2. Doctor . . . . . Very Much . . . Some . . . . Little
3. Nurse . . . . . Very Much . . . Some . . . . Little
4. Politician . . . . . Very Much . . . Some . . . . Little
5. Truck Driver . . . . . Very Much . . . Some . . . . Little
6. Radio Announcer . . . . . Very Much . . . Some . . . . Little
7. Boss . . . . . Very Much . . . Some . . . . Little
8. Salesperson . . . . . Very Much . . . Some . . . . Little
9. Cook . . . . . Very Much . . . Some . . . . Little
10. Supermarket Checker . . . . . Very Much . . . Some . . . . Little
11. House Painter . . . . . Very Much . . . Some . . . . Little
12. Secretary . . . . . Very Much . . . Some . . . . Little
13. Factory Worker . . . . . Very Much . . . Some . . . . Little
14. Artist . . . . . Very Much . . . Some . . . . Little
15. Commercial Copywriter . . . . . Very Much . . . Some . . . . Little
16. Auto Mechanic . . . . . Very Much . . . Some . . . . Little
17. Jewelry Maker . . . . . Very Much . . . Some . . . . Little
18. Professional Athlete . . . . . Very Much . . . Some . . . . Little
19. Minister . . . . . Very Much . . . Some . . . . Little
20. Teacher . . . . . Very Much . . . Some . . . . Little

ORAL PERSUASION - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - STUDENT ANSWER SHEET

Name_____

School _____ GIRL BOY

Date _____

Grade _____

PART TWO

Directions: *Here is another list of jobs. Who has the skill of oral persuasion to do these jobs? Circle "FEMALE" if you think only girls and women have the skill of oral persuasion to do the job. Circle "MALE" if you think only boys and men have the skill of oral persuasion to do the job. Circle the words "BOTH" if you think both females and males have the skill of oral persuasion to do the job. If you are unsure, leave the question blank.*

21. *Lawyer* . . . . . MALE . . . . . FEMALE. . . . BOTH
22. *Doctor* . . . . . MALE . . . . . FEMALE. . . . BOTH
23. *Nurse* . . . . . MALE . . . . . FEMALE. . . . BOTH
24. *Politician* . . . . . MALE . . . . . FEMALE. . . . BOTH
25. *Radio Announcer* . . . . . MALE . . . . . FEMALE. . . . BOTH
26. *Boss* . . . . . MALE . . . . . FEMALE. . . . BOTH
27. *Salesperson* . . . . . MALE . . . . . FEMALE . . . BOTH
28. *Commercial Copywriter* . . . . . MALE . . . . . FEMALE. . . . BOTH
29. *Minister* . . . . . MALE . . . . . FEMALE . . . BOTH
30. *Teacher* . . . . . MALE . . . . . FEMALE . . . BOTH

DIRECTIONS FOR SCORING

THE

PRE-TEST, POST-TEST

FOR

PROJECT EQUALITY OCCUPATION SIMULATION PACKETS

The pre-post test which accompanies this occupation simulation packet is designed to provide a numerical score which will serve as (1) an approximate score of each student's knowledge and attitudes in this occupational skill area before participating in the learning activities described in this packet, and as (2) an approximate measure of each student's knowledge and attitudes in this occupational skill area after participating in the learning activities.

By using the answer key to assign the appropriate number of points to a student's answers, a numerical score can be obtained for each child. Questions by numbers that are left blank should be listed on the front of the test. When all the tests have been scored and blank answer numbers noted, the attached Summary Sheet should be filled out by placing each student's name and his or her score on the pre-test in the appropriate column and list the question number of each blank response.

When the post-test is given, it is scored in the same manner, and students' scores should be recorded in the post-test column of the Summary Sheet and list the question number of each blank response. Subtract the student's pre-test score from the post-test score and determine what the student has gained from participating in the learning activities associated with this packet. In some instances, it is possible that the student's pre- and post-test scores will be identical. When this occurs, an "0" is entered in the gain column. Occasionally, a student will score lower on the post-test than on the pre-test. When this occurs, the difference between the two scores is entered in the gain column as a negative number.

Before beginning the learning activities in the packet, the thorough teacher will (1) check the question numbers listed as no response--these indicate an area of vocabulary and job association that should be incorporated into the occupational simulation packet activities, and (2) look over the pre-test scores to see which students obtained low scores, scoring in the bottom quarter of the class. By checking these two areas, student learning can be considerably aided as the teacher cheerfully gives them individual attention when they participate in the learning activities associated with this packet.

After post-testing and scoring have been completed, send a copy of the completed Summary Sheet to _____. These test results will help to determine if the learning activities in this packet are helpful to the students or if the packet is in need of revision. Your participation and assistance in this project is greatly appreciated.

ORAL PERSUASION - A SALEABLE WORK SKILL

ANSWER KEY FOR PRE-TEST, POST-TEST

Part One

1. Very much
2. Some
3. Some
4. Very much
5. Little
6. Very much
7. Some
8. Very much
9. Little
10. Little
11. Little
12. Little
13. Little
14. Little
15. Very much
16. Little
17. Little
18. Little
19. Very much
20. Very much

Part Two

(Give one point for each time "BOTH" is circled.)

SCORING KEY FOR PRE-TEST, POST-TEST

+ 1 for each correct response

- 1 for each incorrect response

no score for each question left blank

ORAL PERSUASION - A SALEABLE WORK SKILL

SUMMARY SHEET

Teacher: _____ Principal: _____ Date of Pre-Test: _____

School: _____ Grade Level: _____ Date of Post-Test: _____

Student Names	Questions by Number Left Unanswered	Pre-Test Score	Questions by Number Left Unanswered	Post-Test Score	Gain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

MATERIALS LIST

(Contained in Packet)

Trial Lawyer

5 prosecuting attorney cards, 7 copies of each for a total of 35 cards, laminated
5 defense attorney cards, 7 copies of each or a total of 35 cards, laminated
5 title identification cards, 7 copies of each title for a total of 35 cards. Titles:
Prosecuting Attorney, Defense Attorney, Juror #1, Juror #2, Juror #3
7 trial lawyer student record sheets

Radio Commercial

12 sets radio commercial scripts, laminated
12 radio commercial student record sheets
1 sound effects record

Door-to-Door Salesperson

1 soap box
1 brush
1 circus ticket
1 pan

General

35 pre-tests, 35 post-tests
3 laminated water color posters
1 teacher evaluation sheet
1 teacher's guide

Teacher Needs to Provide

1 or more cassette tape recorders and tapes
1 or more record players
1 encyclopedia

NOTE TO THE TEACHER

During the activities and discussions, some jobs that do not require the skill of oral persuasion should be used.

Vocabulary used in the pre-post instrument:

Trial Lawyer	House Painter
Doctor	Secretary
Nurse	Factory Worker
Politician	Artist
Truck Driver	Commercial Copywriter
Radio Announcer	Auto Mechanic
Boss	Jewelry Maker
Salesperson	Professional Athlete
Cook	Minister
Supermarket Checker	Teacher

EQUALITY CHOICE

ORAL PERSUASION - A SALEABLE WORK SKILL

#1 - PRE-SKILL ACTIVITY

Objectives: To define the words job, work, skill and oral persuasion in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group Size: Entire class

Materials provided by the teacher: discussion questions

Materials provided in the packet: proposed discussion questions below

In a discussion situation, the teacher would ask the students the following questions: (All student contributions are valid in the discussion.)

1. *What do you think a "job" is?* (Piece of work, task done by assignment, or volunteered or by agreement for pay or no pay, chore, a duty.)
2. *Do you have jobs that you do at home or school?* (Have students name jobs.)
3. *What do you think "work" is?* (A job is a type of work. Both work and job can be used interchangeably at this level.)
4. *Why do you think people work?*
5. *Do you think both women and men work at jobs?*
6. *What do you think the word "skill" means?*
   (Definition: Ability to perform a stated function.)
   (Paraphrased for students: Being able to do a small part of a larger job well.)
7. *Do you think you have some skills?* (Have students name - walking, running, crawling, talking, seeing, listening, etc.)
8. *What do you think "oral persuasion" is?*
   (Definition: Oral persuasion is a decision-making process that occurs when there are at least two participants, a sender and a receiver. The receiver has a choice to make and the sender has a vested interest in determining the outcome of the choice.) (Paraphrased for students: In other words, the information sender wants the receiver to make a certain selection because that selection will benefit the sender in some way.)
9. *How do some of you use oral persuasion at home? Give examples.*
10. *How do some of you use oral persuasion at school? Give examples.*
11. *Name some jobs that would require a person to have the skill of oral persuasion.* *(See job list on page 14.)*

12. *If your parents say, "do your home work or I'll give you a spanking," are they using persuasion? THIS IS NOT PERSUASION BUT AUTHORITY. This method attempts to eliminate choice by the use of coercive devices (force or threat of force). It is important to point out the difference between persuasion and authority.*

Feel free to add or delete questions as you are leading the discussion. Please note the reactions and level of understanding that students seem to acquire on the Teacher Evaluation Sheet.

JOBS USING ORAL PERSUASION

Teacher

Politician

Lawyer

Judge

Actor/Actress

Minister

Salesperson

Radio Announcer

Air Traffic Controller

Meeting Chairperson

Employee Supervisor

Police Officer

TV Newscaster

Lecturer

Banker

ORAL PERSUASION - A SALEABLE WORK SKILL

#2 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have each student participate in searching and finding pictures that show people at work who use oral persuasion skills.

Time: 15 - 30 minutes

Group Size: Entire class

Materials provided by the teacher: Magazines, scissors, glue, construction paper, bulletin board, felt-tip pen.

Materials provided in the packet: None

Have each student bring one or more pictures from home showing a person at work using oral persuasion skills. Or have magazines in the classroom and have students cut out pictures of people at work using oral persuasion skills.

After students have selected one or more pictures, a large collage or several smaller ones can be created by the students. The People at Work Collage(s) are likely to show stereotypical examples of workers. This fact can be used as a teaching tool--point out that skills are not restricted by or limited to a particular sex. The students will be using skills in subsequent activities that should increase their awareness that skills are not dependent on sex.

The names of the work or specific jobs represented by the pictures should be stated by the students.

ORAL PERSUASION - A SALEABLE WORK SKILL

#3A - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the students in a simulated work experience which uses the skill of oral persuasion.

Job: Trial Lawyer

Time: 2 sessions, probably 2 days.

1st session: Introduction and explanation, begin activity and work as far as convenient.

2nd session: Complete activity cards and summary discussion.

Group size: Divide class into as many groups of five people as possible; one or two groups may have six people. Make sure each group is integrated by sex and race.

Materials provided by the teacher: Each group will need a writing implement and something solid to write on.

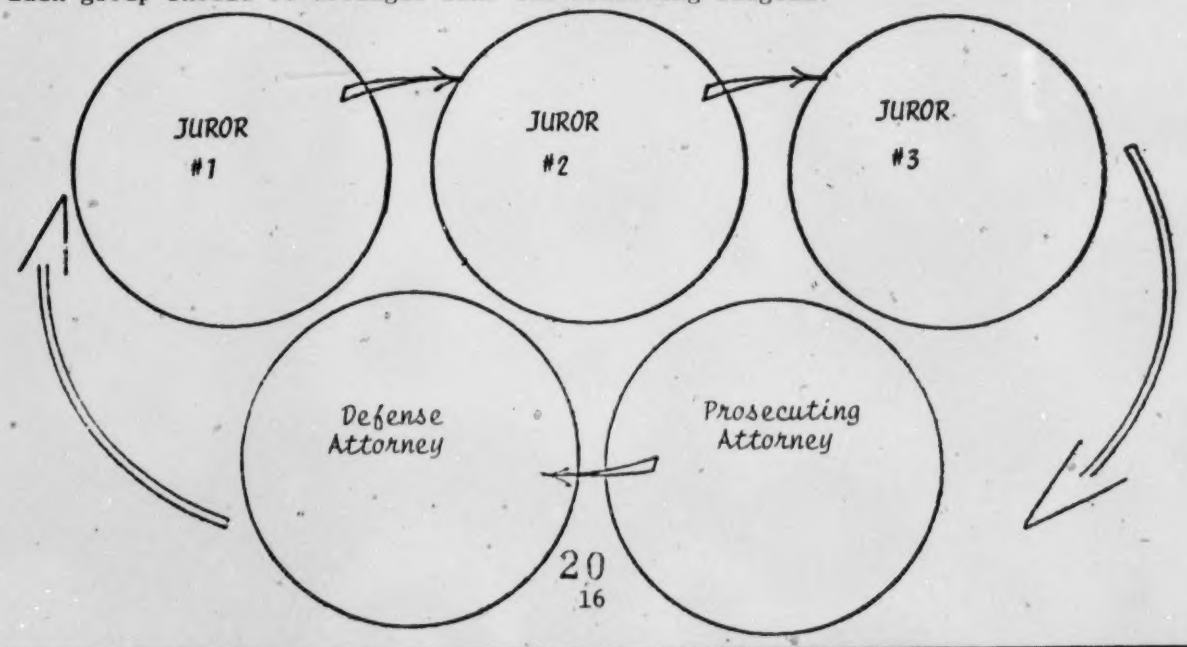
Materials provided in the packet: Numbered activity cards for Defense Attorney and Prosecuting Attorney, and student record sheets.

Preparation required by the teacher prior to the activity: Make identification cards by printing titles of the participants on heavy paper, such as tagboard, that is cut 4" x 10". Fold the paper in half lengthwise so it will stand up. Titles: Juror #1, Juror #2, Juror #3, Defense Attorney, and Prosecuting Attorney.

Instructions for the 1st session:

1. Discuss the following terms in class to make sure everyone knows what they mean: juror, prosecuting attorney, defense attorney, trial.

2. Each group should be arranged like the following diagram:



3. Give the defense and prosecuting attorneys the appropriate activity cards.

4. At juror #2 position, place a writing implement and something to write on; give that person the trial lawyer student record sheet.

5. Give each group identification cards.

6. Explain: *This activity will give you a chance to use the skill of oral persuasion as a lawyer. Each person will be a defense and prosecuting attorney as well as a juror.*

7. The attorneys begin by taking an activity card of the same number and reading it carefully to themselves. The prosecuting attorney then tells the jury, in as persuasive a manner as possible all the arguments on her or his card.

8. After the prosecuting attorney finishes, the defense attorney persuasively presents her or his arguments.

9. The jurors listen to the arguments and vote guilty or not guilty and juror #2 records this on the record sheet.

10. At this point, each student moves clockwise one chair and assumes the role of that position. The defense attorney becomes juror #1, and so on (see diagram on p. 16).

11. The activity is completed when all the cards have been used and each student has played all the roles.

12. Say: *Remember, lawyers, how the jury votes depends a great deal on how persuasive you are, so really argue your case.*

13. *Also, jury, you must remember to listen carefully to the arguments. Majority rules in your voting, so only two people need to agree on guilt or innocence.*

14. *Are there any questions? . . . . Begin!*

15. At the completion of the activity, collect and quickly check the record sheets.

Instructions for the 2nd session:

1. Complete work on the 1st session if needed.

DISCUSSION QUESTIONS

Follow-up discussion questions - very important

2. *Which of the attorneys in your group were the most persuasive? Why?*

3. *Do you think you have the persuasive skills necessary to be a trial lawyer or attorney? Why? Why not?*

4. *Are there women trial lawyers? How do you know?*

5. *If women and men have the necessary persuasive skills, does it make any difference if an attorney or trial lawyer is a woman or a man? Why? Why not?*

1. Trial Lawyer Activity Card

Case of the stolen motorcycle

Defense Attorney

Directions: You are to persuade the jurors that Lee Smith, a sixteen year old, is innocent of the charge of stealing a motorcycle from the Hooverville Motorcycle Shop. In your own words and most persuasive speech use the following evidence (stand while speaking to the jurors):

1. A stranger let Lee ride the motorcycle.
2. Lee was home in bed the night the motorcycle was stolen.
3. Because Lee had a job and had saved more than half of the money needed to buy a motorcycle, there was no need to steal one.
4. Lee had not stolen anything from the Safeway Store, or anywhere else, in over two years.

Conclusion: The jury should find Lee Smith innocent of the charge.

1. Trial Lawyer Activity Card

Case of the stolen motorcycle

Prosecuting Attorney

Directions: You are to persuade the jurors that Lee Smith, a sixteen year old, is guilty of stealing a motorcycle from Hooverville Motorcycle Shop. In your own words and most persuasive speech use the following evidence (stand while speaking to the jurors):

1. Lee was seen by several people riding a motorcycle exactly like the one that was stolen.
2. The stolen motorcycle was found hidden in the woods near Lee's house.
3. Lee had told many people that he needed a motorcycle to ride to and from work, but did not have enough money to pay for one.
4. Lee had been caught in the past stealing candy from the local Safeway store.

Conclusion: Lee Smith should be found guilty of stealing a motorcycle from the Hooverville Motorcycle Shop.

2. *Trial Lawyer Activity Card*

Suit to allow year-round school

Defense Attorney

Directions: You are defending the school board that does not want a year-round or 12 month school. In your own words and most persuasive speech use the following arguments (stand while speaking to the jurors):

1. *To keep school open would cost more money and that would increase taxes.*
2. *Without summer vacations, teachers would not be able to go to college and further their education.*
3. *Most people want to take their vacations in the summer during the nice weather.*
4. *It would be a hardship on children because they would miss the traditional summer activities like camp and travel.*

Conclusion: *School should not operate all year-round because it would be too expensive and cause many hardships to parents and students.*

2. *Trial Lawyer Activity Card*

Suit to allow year-round school.

Prosecuting Attorney

Directions: You represent a citizen's group that is attempting to have school year-round, 12 months a year. In your own words and most persuasive speech use the following arguments (stand while speaking to the jurors):

1. *The school building will be used more effectively and not stand empty one-fourth of each year.*
2. *By having the schools stay open, it would provide more pay for teachers and they would not need to look for additional summer employment.*
3. *Students would get a more complete education due to the increased amount of class time.*
4. *A year-round school could provide some additional vacation time for those who would like a fall or winter vacation.*

Conclusion: *Schools should be open all year-round for the benefit of students and teachers.*

3. *Trial Lawyer Activity Card*

Outlaw Hunting

Defense Attorney

Directions: You are to defend hunters and hunting. In your own words and most persuasive speech use the following arguments (stand while speaking to the jurors):

1. *No game animals (i.e., deer, elk, bear, etc.) are in danger of becoming extinct.*
2. *There are more game animals today than 100 years ago.*
3. *Animals must be hunted to prevent overpopulation.*
4. *Hunting licenses pay for all animal protection; therefore, without the hunter, taxes would have to be raised to pay for animal protection.*
5. *Hunters do not slaughter game because only about one out of every five hunters kills anything.*

Conclusion: *Hunting is not hurting game populations and is doing a service to the community and should not be outlawed.*

3. *Trial Lawyer Activity Card*

Outlaw Hunting

Prosecuting Attorney

Directions: You represent a citizen's group that is attempting to have all hunting and shooting of animals outlawed. In your own words and in your most persuasive speech use the following arguments (stand while speaking to the jurors):

1. *There are many animals in danger of becoming extinct as the buffalo once was from hunting.*
2. *Hunters no longer need the meat from animals as people of pioneer times did when it was necessary to hunt to stay alive.*
3. *Natural predators, such as wolves and cougars - threatened with extinction themselves because of hunters' and ranchers' wanton poisonings and butchery - keep populations in check because they catch the weak, sick and old. This enables the strongest animals to survive and procreate.*
4. *Many people are killed each year in hunting accidents.*
5. *It is slaughter, not sport, because the animals are defenseless against being hunted from airplanes by hunters with high-powered rifles with telescopic sights.*

Conclusion: *Hunting is brutal, cruel and inhumane and ought to be outlawed.*

4. *Trial Lawyer Activity Card*

Bank Robber

Defense Attorney

Directions: You are to persuade the jurors that Lynn Denver is not guilty of robbing the First City Bank of $10,000.00. In your own words and most persuasive speech use the following evidence (stand while speaking to the jurors):

1. *Although arrested only moments after the robbery, no money was found on Lynn or around the house.*
2. *Lynn doesn't quite fit the description of the masked robber that is given by the bank teller.*
3. *Lynn helped a man change the tire on the get-away car as a favor to a stranger who had a cast on his arm on the morning of the robbery.*

Conclusion: Lynn Denver did not rob the First City Bank of $10,000.00.

4. *Trial Lawyer Activity Card*

Bank Robber

Prosecuting Attorney

Directions: You are to persuade the jurors that Lynn Denver is guilty of robbing the First City Bank of $10,000.00. In your own words and most persuasive speech use the following evidence (stand while speaking to the jurors):

1. *Lynn spent five years in a Federal penitentiary for bank robbery and has just gotten out.*
2. *Lynn was seen in the bank parking lot on the day of the robbery.*
3. *Lynn's finger prints were found on a car thought to be the get-away car.*
4. *Lynn's whereabouts at the time of the robbery cannot be established or verified.*

Conclusion: There is no doubt that Lynn Denver robbed the First City Bank of $10,000.00.

5. *Trial Lawyer Activity Card*

Hydroelectric Dam

Defense Attorney

Directions: You represent a citizen's group that does not want a dam built across No Luck River. In your own words and most persuasive speech, use the following arguments (stand while speaking to the jurors):

1. *The dam will stop the annual salmon run.*
2. *It would destroy wildfowl nesting grounds.*
3. *It is not necessary since an atomic energy plant could be built without destroying the river.*
4. *Silt carried by the river will build up behind the dam and cause a decrease in the velocity of the river's flow; to remove the accumulation of silt will require expensive and extensive dredging operations.*

Conclusion: A dam across No Luck River is not necessary or desirable.

5. *Trial Lawyer Activity Card*

Hydroelectric Dam

Prosecuting Attorney

Directions: You represent the Army Corp of Engineers who want to build a dam across No Luck River. In your own words and most persuasive speech, use the following arguments (stand while speaking to the jurors):

1. *It will provide many jobs.*
2. *It will increase the amount of electricity helping to eliminate an energy crisis.*
3. *It will create a lake for boating, water skiing and fishing.*
4. *It will prevent spring floods from damaging crops and homes.*

Conclusion: A dam across No Luck River should be built.

TRIAL LAWYER STUDENT RECORD SHEET

Directions to Jurors:

Listen carefully to both the defense and prosecuting attorneys. Decide which gives the most persuasive argument and mark this sheet accordingly. If there is disagreement, majority rules.

#1 STOLEN MOTORCYCLE

Guilty _____ Not Guilty _____

#2 YEAR-ROUND SCHOOL

Yes _____ No _____

#3 OUTLAW HUNTING

Yes _____ No _____

#4 BANK ROBBER

Guilty _____ Not Guilty _____

#5 HYDROELECTRIC DAM

Yes _____ No _____

Please list the names of the group members below.

_____

_____

_____

_____

_____

_____

_____

_____

ORAL PERSUASION - A SALEABLE WORK SKILL

#3B - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the students in a simulated work experience which uses the skill of oral persuasion.

Job: Trial Lawyer

Time: 2 sessions, probably 2 days.

1st session: Introduction and explanation, begin activity and work as far as convenient.

2nd session: Complete activity cards and summary discussion.

Group size: Divide class into as many groups of five persons as possible, one or two groups may have six. Make sure each group is integrated by sex and race.

Materials provided by the teacher: Discussion questions.

Materials provided in the packet: Suggested discussion questions below.

Alternative method of presentation to #3A:

1. Divide class into groups with five people in each group. Give each group the prosecuting and defense attorney cards for the same case.
2. Let each group read over its case and then select a defense attorney and prosecuting attorney. Practice the arguments in the group.
3. Draw straws, selecting 3 to 5 groups to present their case in front of the class.
4. Jurors vote.
5. After the jury vote is in, as an entire classroom group, discuss why the jurors were persuaded to vote as they did.

DISCUSSION

Follow-up Questions - Very Important

1. *Which of the attorneys in your group was the most persuasive? Why?*
2. *How many of you think you have the persuasive skills necessary to be a trial lawyer or attorney? Why? Why not?*
3. *Are there women trial lawyers? How do you know?*
4. *If women and men have the necessary persuasive skills, does it make any difference if an attorney or trial lawyer is a woman or a man? Why? Why not?*

ORAL PERSUASION - A SALEABLE WORK SKILL

#4 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the students in a simulated work experience which uses the skill of oral persuasion.

Job: Radio Commercial

Time: 3 - 4 sessions

- 1st Session: Introduction and selection of commercial.
- 2nd - 3rd Sessions: Rehearsal and recording - all day.
- 4th Session: Play back commercials, summary discussion.

Group Size: Divide the entire class into groups of 2 - 3 people each, making sure groups are integrated by sex and race.

Materials provided by the teacher: Tape recorders, record players.
Make copies of the radio commercial scripts (pp. 27-31) and the student record sheet (p. 32).

Materials provided in the packet: Handouts of commercials, student record sheets, sound effects record.

First Day

1. Explain: *In this activity, each group is going to record its own commercial. You will have an opportunity to rehearse the commercial you select before making the recording. You may use sound effects if you choose.*
2. Pass out one student record sheet and the list of commercials to each group.
3. *Each group selects a commercial they want to record and notifies the teacher of their choice.* (Note: Some commercials have more than one person in them.)

Second and Third Days

4. If there is a limited number of tape recorders, recording commercials could be an on-going activity throughout the day. The different groups could rehearse their commercials a few times and then make their recordings - as far apart from each other as possible - one or two groups at a time. Remind them to use the sound effects record if they wish.
5. Collect the student record sheets.

Fourth Day

6. Recordings the students have made are played back to the entire class. Discussion of the persuasive quality of each recording takes place.

   a. *What qualities of the voice did you find persuasive?*
   b. *How did the sound effects contribute to the persuasiveness of the recording?*
   c. *Is more than one voice on a commercial more interesting to listen to?*
   d. *How would you be persuaded to buy the product?*
   e. *Does persuasive skill depend on your being a girl or boy? Why? Why not?*

Additional Activity

As a language arts activity, students might like to create their own commercial.

COMMERCIALS

Avocados - 3 People

"Oh, I just heard there was a bumper crop of California avocados."

"Oh?"

"Darling, imagine, California avocados at low, low prices."

"Does that mean. . .?"

"Yes, now we can afford to do all the things we've always wanted."

"I want to grovel in guacamole."

"I want to have holiday dinner parties with elegant avocado and shrimp salads."

"Avocados in the half shell . . ."

"Avocado center pieces, avocados in the window . . ."

"Deck the halls with avocados."

(Both) "Avocado and turkey sandwiches. . . ."

"Isn't it wonderful?"

"Yes, sweetheart, just to know California avocados cost less this year."

"What are we waiting for?"

Announcer:

"And remember, you can enjoy top quality food and still cut down on food costs. Just plan your meals around Tradewell's specials each week. Top quality meat, garden fresh produce and low prices are yours when you look for the big 'T', your friendly neighborhood Tradewell store."

* * * * * * * * *

Insurance - 3 People

Man: "Yes sir, I may never have to worry about life insurance again with All-State's family plan package. Why, the basic policy covers all three of us."

Woman: "Four of us. Don't worry dear, it'll be covered."

Man: "Well sir, time to add some more life to our family plan package."

Woman: "Which kind?"

Man: "Haven't decided, but with the future purchase privilege option I bought, I don't have to worry about another physical."

Announcer:

"Ask your All-State agent about the two-parent or one-parent policy and optional benefits. Smart buy, and you may never have to worry about life insurance again. All-State Life Insurance Company, North Brook, Illinois."

* * * * * * * *

Kraft Caramels - 1-2 People (Could alternate speaking sentences)

"How we loved caramel apple time when I was a kid. Dad got the apples, the biggest, juiciest kind. Mom had all us kids unwrap the Kraft Caramels. She'd say, 'Anybody who doesn't help, doesn't get a caramel apple.' We never needed coaxing. Those apples looked so chewy and caramely sitting there on the counter, that we couldn't wait for them to cool. It isn't autumn without them. Kraft Caramels make the best caramel apples. The recipe's on special marked bags, along with 5 sticks inside."

* * * * * * * *

Cars - 2 People

"The great Italian automobiles you've seen in America--Ferrari, Maserati, Lamborghini, now add another name--LANCIA. Since 1906, the world's race tracks and roads have echoed the LANCIA legend. Test drive the LANCIA, the HPE Estate Wagon, Coupe', Sedan. Seventy years of trial building experience--culminating in a superb driving experience, with LANCIA'S rack and pinion steering, steering control, on the HPE, the Coupe' and Sedan, front wheel drive for better traction on wet, slippery roads. LANCIA, a name to count your dreams with. LANCIA, the intelligent alternative to the average and over-priced automobiles."

Announcer:

"And you'll be tickled pink to hear that there are seven LANCIA dealers right here in the greater Seattle area. In Puyallup, see Continental Cars, Incorporated, 606 Meridan North. In Seattle, see Metro Imports, Incorporated, 1515 Melrose Avenue. LANCIA, the intelligent alternative."

* * * * * * * *

Cheese - 3 People

Announcer: "I see a man with a mask."

Lone Ranger: "Tonto, look at this round, red ball of cheese."

Tonto: "M-m-m, Edam cheese."

Lone Ranger: "I know what to do with it, Tonto, but what do you call it?"

Tonto: "It's called Edam."

Lone Ranger: "Look here, Tonto, this Edam is smashed and all flat. Wonder if we can get a deal?"

Tonto: "That's Gouda cheese."

Lone Ranger: "That's easy for you to say, Tonto, but I've never tasted it. How about this one?"

Tonto: "That's Muenster cheese."

Lone Ranger: "Well, let's get a smaller one."

Tonto: "Never mind."

Announcer: "Pick up some cheese and crackers at your favorite store. MESSAGE BROUGHT TO YOU FROM THE DAIRY FARMERS OF WASHINGTON."

* * * * * * * *

Cars 1 - 2 People

"You don't have to wait another day--the new 1977's are here now at Goodfellow Chrysler/Plymouth in the University District. New shipments are arriving daily and that means that you can select many models and have immediate delivery. The new 1977 Plymouth Volare' coupe' puts the accent on comfort and styling. There is the optional Landau vinyl roof with opera windows and the new T-bar roof plus lots of other options. Plymouth 1977 Fury Sports--one of the roomiest mid-sized, two-door hard tops built in America. Then, the car designed to meet your own personalized taste, 1977 Chrysler Cordova, offers real luxury and a wide range of equipment, with unexpected affordability."

Announcer:

"They're all here now and you're invited to give them a personal appraisal. The dealer who cares, Goodfellow Chrysler/Plymouth, 43rd and Roosevelt Way in the University District.

* * * * * * * *

Men's Clothing - 1-2 People

"Europea, a fashion wise, contemporary selection of vested suits for the man who demands top quality at sensible prices. Choose from tweeds, stripes, plaids, in a wide range of colors in rich browns and tans and a new shade of green, black, gray and navy blue. They're available in sizes 37 - 48 in regular, long and short. Nationally advertised, quality vested suits, all with authentic European tailoring and all prices 20 to 30% less than you'd pay at other fine stores. For example, the very same suit you'd see for $140 elsewhere, just $109.50 at Sam Heller. $139 for a half-belted gaberdine is just $103.97 and some $100 ripple weaves, Sam Heller price, just $78.35, or wool blend gaberdine at $160, at Sam Heller, price just $119.50. Look your best this fall in a Sam Heller suit. Top Quality, national brands and affordable prices. Sam Heller Mens' Clothing, 1 mile south of Southcenter in Parkway Plaza."

* * * * * * * * *

Bread - 1-2 People

"Honeymeal bread. Due to a special milling process, we use 100% of the whole wheat berry, sweetened with pure golden honey. For old fashioned taste and texture, try Holsum's new Honeymeal bread. It's a honey of a bread."

Announcer:

"At QFC, the name is the name of the game and breads like Holsum line our shelves. At QFC in Lake City is a perfect opportunity for Lake City residents to experience QFC's way of doing business. Friendly service, royal cuts of meat, superb produce and best of all, those competitive prices. They're located at 127th and Lake City Way. Look for the blue and gold of QFC for your favorite brand. QFC quality with competitive prices."

* * * * * * * * *

Velveeta - 1-2 People

"Isn't it funny what you rely on? I always feel calmer when I have a loaf of Velveeta process cheese in the house because Velveeta from Kraft will always help me out.

We've been old friends for a long time. When the kids bring home friends for lunch or when I don't want to serve plain green vegetables again, or if I've got to whip up a casserole in a hurry, or if company drops by and I need instant snacks, I just turn to good old Velveeta. Snacks, casseroles, or cubed, Velveeta's good in all kinds of ways."

* * * * * * * * *

Phone Company - 2-3 People

"I wonder if you could help me out."

"I'll try."

"I've had a disappointing day. I'm looking for some sauerkraut. You know, large amounts, and couldn't find any and now I see your ad in the Yellow Pages under sauerkraut and have I found the right place?"

"Yes."

"What kind of sauerkraut do you have?"

"Just sauerkraut."

"Does it come in a barrel?"

"Yes. We have it from 5 gallon cans up to 50 gallon barrels."

"Okay, so I found sauerkraut in the Yellow Pages. Do many people call you up--just out of the blue like this?"

"Quite often. We get people looking for certain kinds of pickle or sauerkraut or what have you."

"And they had spotted you in the Yellow Pages?"

"Yes. How about that?"

"That's how I found you."

Announcer:

A MESSAGE FROM PACIFIC NORTHWEST BELL

* * * * * * * * *

RADIO COMMERCIAL

Student Record Sheet

1. The commercial we chose to record is _____.

2. The name of the product is _____.

3. Our recording background or sound effects are _____

_____.

4. The members in our group are:

_____

_____

_____

_____

_____

ORAL PERSUASION - A SALEABLE WORK SKILL

EQUALITY CHOICE

#5 - Skill Activity

Objective: To involve the students in a simulated work experience which uses the skill of oral persuasion.

Job: Door to door salesperson.

Time: 1 session, 2 if needed, to include explanation, activity and the post-test, and summary discussion questions.

Group Size: Divide the entire class into five groups of approximately equal size; make sure each group is integrated by sex and race.

Materials provided by the teacher: Make a circus ticket out of construction paper.

Materials provided in the packet: Soap box, brush, pan.

Instructions:

1. Give each group one of the props - soap box, brush, circus ticket, pan, or other props that might be obtained from your room or library.
2. Explain to the class that some of them are going to be door to door salespersons.
3. The prop that you have given them is the product they are to sell.
4. They have 15 minutes to think up as many reasons for buying their product as possible, these might include: none available in retail stores, educational value, worthy cause or any superiority or uniqueness of the product.
5. Choose one person from their group to be the salesperson.
6. Choose another to be the prospective buyer of a different group's product.
7. Begin with a salesperson from one group and a customer from another.
8. Have them role-play the sales scene in front of the room.
9. If they have trouble getting started, you might have them say something like, *"Good morning (afternoon), I'm _____. I represent the _____ company and we have a product I'm sure you will be interested in, etc."*
10. Allow each group to carry out their role playing until the customer says either yes or no.

Final Discussion

1. *Which of the three jobs, commercial announcer, trial lawyer, or door to door salesperson do you have the skills to do best? Why?*

2. *Could anyone possess the necessary persuasive skills to do all of these jobs? Why? Why not?*

3. *Do men alone have this skill? Why? Why not?*
   Do women alone have this skill? Why? Why not?

Give the post-test.

Score the post-test. Compare the results from the pre- and post-tests to measure growth.

OPTIONAL ADDITIONAL ACTIVITIES

1. Make a large advertising poster of a product to include:

   a. picture

   b. slogan

   c. price

   d. persuasive message

2. Make a collage of advertisements from old magazines and newspapers. Write out how you would change the ads to reduce stereotyping by sex.

3. Charades, played like the game of charades but the students must pantomime and guess a job that requires persuasion.

4. Listen to radio and television and collect as many product slogans as possible. Keep a list on the chalkboard or bulletin board.

SUMMARY OF CONCEPTS ACQUIRED FROM PACKET

The students who have gone through this packet should be able to discuss work in relation to skills that they have observed in themselves and in others. The activities in the packet are intended to be pleasant learning activities where all students feel success at some time during the exercise, if not throughout each activity.

A teacher who consciously helps students identify skills they possess and are using will not only be helping to improve a student's self-concept but also increasing the potentials for acquisition of new skills by the student. In addition to using the Occupation Simulation Packets, a teacher can utilize many other opportunities in the classroom for expanding a student's perception of her/his capabilities and potential regardless of sex.

Work will be a reality for the majority of students in your classroom - yes, even the girls. Data issued by the Women's Division of the U. S. Department of Labor indicates that the reality of work outside the home is a major part of many women's lives at this time (rev. June 1975).

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About 60 percent of all women workers are single, widowed, divorced or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than half of all women 18 to 64 years of age are workers.
4. Single women average 45 years in the labor force.
5. If a woman bears children, and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
6. The average male worker (marital status unspecified) has a work life expectancy of 43 years.

It is important for all students in the classroom to look at work as something pleasant that they will be doing in the future, something that they anticipate and look forward to doing.

As an educator you need to be aware of the kind of curricular materials that have a tendency to restrict students as they grow. A textbook study conducted by Women on Words and Images in Princeton, New Jersey, entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers, found the aspirations of females and males could be influenced by the continuous pattern described in the following ratios:

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

You might want to watch your curricular materials for stereotypical qualities repeatedly ascribed to one sex or the other without variation. As an educator, you shoulder quite a responsibility in assisting students to develop completely their individual talents, abilities, interests and hopes. Surely their aspirations should not be restricted on the basis of sex!

ORAL PERSUASION - A SALEABLE WORK SKILL

EQUALITY CHOICE

TEACHER EVALUATION SHEET

1. Were the simulated work experiences real enough, so the students could associate with them? No Yes

2. Were the approximate times for each lesson about right?

#1 - Pre-Skill Activity . . (20-30 mins.)	Too Short	OK	Too Long
#2 - Pre-Skill Activity . . (15-30 mins.)	Too Short	OK	Too Long
#3A or #3B Skill Activity . (4-5 hours)	Too Short	OK	Too Long
#4 - Skill Activity . . . . (3-5 hours)	Too Short	OK	Too Long
#5 - Skill Activity . . . . (30 mins-2 hrs)	Too Short	OK	Too Long

3. Were the packet materials all there? No Yes

4. Were the explanations and set-up instructions clear? No Yes

5. Were the students' discussion questions clear, useful? No Yes

6. Did the students find that both boys and girls have similar oral persuasion skills? No Yes

7. If the students (male or female) demonstrated an oral persuasive ability, did they feel they might be a lawyer or radio announcer some day? No Yes

8. Did the students feel persuasive skills are inherent in one sex only? abilities are stereotyped? No Yes

9. Can the majority of your students now define oral persuasion? No Yes

10. Which activities (#1, #2, #3A, #3B, #4 and/or #5) did the students enjoy doing? Please list.

11. Which activities (#1, #2, #3A, #3B, #4 and/or #5) did the students gain more in attitudes about the equality of women and men? Please list.

12. Can you suggest any other area or job that could be better simulated in the classroom - than lawyer, radio announcer, or salesperson - that uses the skill of oral persuasion. Please list.

13. Please suggest any structural changes that you used that worked well, such as seat arrangement, different introductory comments, different method of group work, etc.

14. Please suggest or make any additional comments about the packet.

Please return completed form to: _____.

APPENDIX A

MATERIALS NEEDED TO ASSEMBLE THE OCCUPATION SIMULATION PACKET

ORAL PERSUASION - A SALEABLE WORK SKILL

Item	Where to Buy
1 sound effects record	record store
1 brush	variety store, discount store
1 pan	variety store, discount store

Things to Make

* 35 pre-tests, 35 post-tests	pp. 5-6	
* 3 laminated water color posters	pp. 40-42	(Appendix B)
* 1 teacher evaluation sheet	pp. 37-38	
* 5 prosecuting attorney cards, 7 copies of each for a total of 35 cards, laminated	pp. 19-23	
* 5 defense attorney cards, 7 copies of each for a total of 35 cards, laminated	pp. 19-23	
5 title identification cards, 7 copies of each title for a total of 35 cards Titles: Prosecuting Attorney, Defense Attorney, Juror #1, Juror #2, Juror #3		
* 7 trial lawyer student record sheets	p. 18	
* 12 sets radio commercial scripts, laminated	pp. 27-31	
* 12 radio commercial student record sheets	p. 32	
1 circus ticket (make from construction paper, decorate and laminate)		

Materials to be Acquired

1 soap box from any soap that comes in a box, such as Dove, Caress, Tone, Irish Spring

Teacher Needs to Provide

1 or more cassette tape recorders and tapes
1 or more record players
1 encyclopedia

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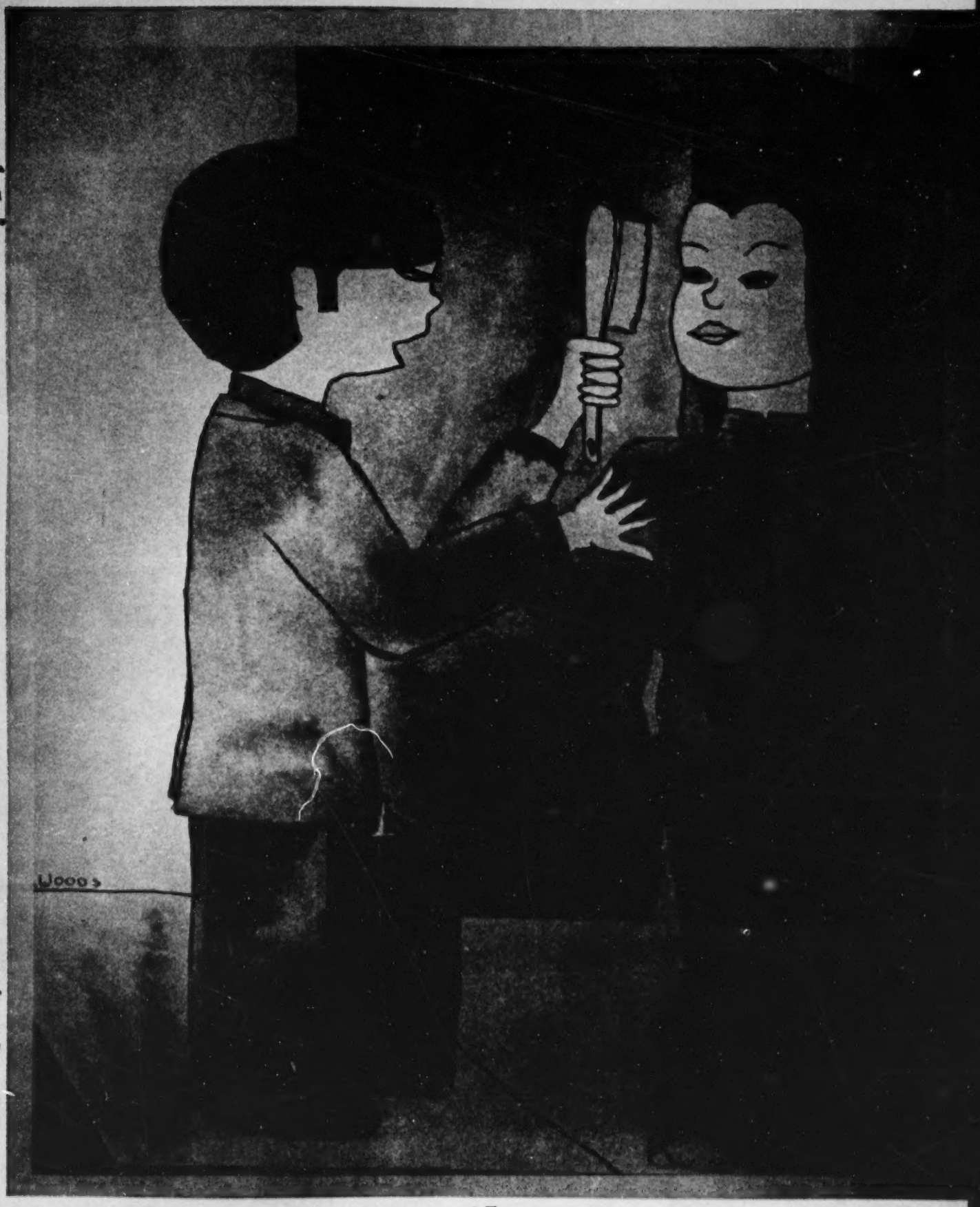
* Can be copied from instruction book; originals are on pages noted.


Wooo